



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4525 S College Ave, Tempe, AZ 85282

Tempe Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Underperforming  
2001-02 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Hilda Carr-Gaona  
Schedule : 8:00 AM to 4:00 PM  
Grades : Pre-K-5  
2004 Enrollment : 416  
Web Address : [www.tempeschools.org/schools/eevans.htm](http://www.tempeschools.org/schools/eevans.htm)  
Phone Number : (480) 839-8489  
Fax Number : (480) 838-0319  
E-mail : [hcarrgao@tempeschools.org](mailto:hcarrgao@tempeschools.org)

### Mission

We will provide an environment where everyone feels secure/protected; increase learning in all areas by setting high expectations/helping learners acquire tools needed to achieve them; promote an inviting place where differences are valued/respected.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 Out of Improvement  
2002-03 Year 1  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Increase student achievement as measured by the Stanford 9, District Assessment, and AIMS.
- ü Create an environment for risk-taking.
- ü Provide exceptional customer service.

### Enrollment

October 1, 2003 School Year Student Enrollment : 448  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 120

## Instructional Programs

- ü Bodybrain Compatible Ed/ITI
- ü Structured English Immersion
- ü Reading First/Harcourt Trophies Core Pgm
- ü Preschool

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

The Evans faculty and staff work diligently at providing a safe and focused student learning environment, where students are challenged at their instructional level and are raised to their highest potential in each subject.

### Parents

Show respect/support for child/staff/school; supervise reading/assist with homework; review school information; attend parent conferences/school functions; ensure daily attendance; praise progress; talk about Lifelong Guidelines/LIFESKILLS.

## Transportation Policy

A districtwide policy on transportation safety and behavior is followed. Violation of policy is referred to school for corrective/disciplinary action. Busing boundaries established by Governing Board.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Rookie Teacher of the Year Award	2004
ü Wells Fargo Grant Winner	2004
ü Tempe Diablos Award for Innovative Program	2003
ü Project Impact Award Winners	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1518	75509	100	99	100	503	512	521	8	17	13	46	25	23	32	32	33	14	25	31
All Students (Prior Year)	67	1457	75372	100	100	100	498	516	523	11	11	9	40	29	25	40	35	36	9	25	30
Female	24	737	37013	100	100	100	504	512	522	9	15	12	55	29	24	14	31	33	23	25	31
Male	34	779	38430	100	99	99	503	512	521	7	19	14	39	23	22	46	33	33	7	25	31
African American	NC	165	3660	NC	100	99	NC	488	496	NC	29	24	NC	32	31	NC	24	28	NC	15	18
Hispanic	23	679	30486	100	99	99	486	502	505	6	16	18	63	31	29	31	38	32	0	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	NC	119	4075	NC	100	100	NC	489	486	NC	30	28	NC	30	34	NC	27	26	NC	12	12
White	22	490	35192	100	99	99	507	530	534	9	12	8	41	20	19	32	31	35	18	37	39
Students with Disabilities	15	196	9708	100	100	100	476	481	489	33	43	32	33	25	27	17	18	24	17	15	17
Students without Disabilities	43	1322	65801	98	99	98	512	516	525	0	14	11	50	26	23	37	34	34	13	27	33
Limited English Proficient Students	10	400	16928	100	100	100	497	479	485	0	25	29	50	34	33	50	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	36	972	36411				497	497	503	10	23	19	48	29	29	31	33	32	10	15	20
Non-Economically Disadvantaged	22	546	39040				511	531	534	5	10	8	43	21	19	33	31	34	19	38	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1520	75492	100	100	100	505	512	519	12	16	12	38	19	16	38	45	47	12	20	24
All Students (Prior Year)	67	1454	75221	100	100	100	511	519	523	11	10	8	26	19	16	57	52	56	6	18	21
Female	24	738	37014	100	100	100	516	517	523	9	12	10	23	17	15	45	49	48	23	22	27
Male	34	780	38400	100	99	99	497	508	516	14	20	14	50	20	17	32	41	47	4	18	21
African American	NC	165	3665	NC	100	99	NC	500	505	NC	23	20	NC	27	22	NC	40	43	NC	10	14
Hispanic	23	679	30438	100	99	99	501	507	508	6	16	17	50	19	21	38	52	47	6	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	NC	119	4081	NC	100	100	NC	495	498	NC	28	25	NC	25	26	NC	39	40	NC	8	8
White	22	490	35177	100	99	99	502	522	528	18	12	8	32	15	13	36	42	49	14	31	31
Students with Disabilities	15	196	9707	100	100	100	484	482	495	42	48	33	25	23	21	25	21	33	8	9	13
Students without Disabilities	43	1324	65785	98	99	98	512	516	522	3	12	10	42	18	16	42	48	49	13	22	26
Limited English Proficient Students	10	400	16905	100	100	100	523	487	489	0	34	34	50	28	28	0	34	32	50	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	36	972	36302				504	504	507	10	21	18	48	21	21	28	46	46	14	12	14
Non-Economically Disadvantaged	22	548	39164				506	523	528	14	10	8	24	16	13	52	44	48	10	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1507	75053	100	99	99	589	620	597	8	6	7	12	9	12	74	73	72	6	12	9
All Students (Prior Year)	67	1431	73654	100	99	99	523	529	530	13	11	9	4	14	13	79	65	70	4	9	7
Female	24	732	36872	100	99	99	614	650	621	5	3	5	9	6	9	82	75	74	5	16	12
Male	34	773	38109	100	98	99	569	593	573	11	9	10	14	11	14	68	71	69	7	9	6
African American	NC	163	3636	NC	99	99	NC	590	568	NC	10	12	NC	10	16	NC	75	67	NC	6	6
Hispanic	23	677	30235	100	98	98	602	617	575	6	4	9	13	9	14	63	75	70	19	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	NC	119	4044	NC	100	99	NC	597	550	NC	10	13	NC	8	17	NC	78	66	NC	4	4
White	22	485	35028	100	98	99	560	632	613	14	6	6	18	9	10	68	71	73	0	15	11
Students with Disabilities	15	195	9625	100	100	100	512	540	530	25	24	21	17	16	21	58	56	55	0	4	4
Students without Disabilities	43	1312	65428	98	98	98	613	631	604	3	4	6	11	8	11	79	75	73	8	14	10
Limited English Proficient Students	10	400	16765	100	100	100	638	574	525	0	13	17	0	13	20	100	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	36	966	36077				592	597	566	10	8	10	10	10	16	72	75	69	7	8	5
Non-Economically Disadvantaged	22	541	38950				585	650	618	5	4	5	14	6	9	76	71	73	5	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	1354	76019	98	99	100	492	495	499	19	15	14	37	40	39	14	11	14	30	34	33
All Students (Prior Year)	63	1410	76230	100	100	100	479	499	498	18	12	12	50	39	38	7	12	12	25	37	37
Female	22	655	37207	96	100	100	494	495	499	15	14	12	45	40	41	5	13	14	35	34	33
Male	24	699	38677	100	99	100	490	495	498	22	16	15	30	40	38	22	10	13	26	34	34
African American	NC	179	3817	NC	100	100	NC	474	475	NC	21	23	NC	51	47	NC	9	11	NC	19	18
Hispanic	14	617	29458	93	100	100	459	488	480	31	17	20	54	43	48	8	11	12	8	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	NC	113	4735	NC	97	100	NC	485	466	NC	19	28	NC	44	49	NC	10	10	NC	27	13
White	18	404	35880	100	98	100	525	514	515	0	9	7	33	31	32	17	12	16	50	47	45
Students with Disabilities	NC	193	9786	NC	100	100	NC	455	457	NC	41	39	NC	41	40	NC	4	7	NC	14	13
Students without Disabilities	40	1161	66233	98	99	99	499	501	503	14	11	11	38	40	39	16	12	14	32	37	35
Limited English Proficient Students	NC	342	15206	NC	100	100	NC	463	459	NC	26	31	NC	57	53	NC	8	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	22	832	35714				497	485	480	16	17	20	37	46	47	16	11	12	32	26	20
Non-Economically Disadvantaged	24	522	40266				488	509	513	21	12	9	38	31	33	13	12	15	29	45	43

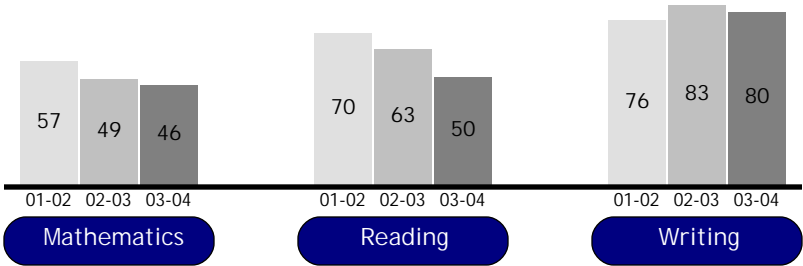
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	1349	76020	98	99	100	496	498	503	39	33	25	17	23	23	37	36	40	7	8	12
All Students (Prior Year)	62	1405	76202	98	100	100	495	502	505	33	20	19	28	27	24	35	43	46	5	10	11
Female	22	653	37213	96	99	100	497	500	504	35	27	22	20	25	23	35	39	42	10	8	13
Male	24	696	38666	100	99	100	495	496	501	43	39	29	14	21	22	38	32	38	5	8	12
African American	NC	179	3819	NC	100	100	NC	489	494	NC	45	37	NC	27	26	NC	25	31	NC	3	6
Hispanic	14	614	29442	93	99	99	482	494	494	77	36	37	8	26	26	15	31	31	0	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	NC	114	4735	NC	97	100	NC	489	489	NC	50	48	NC	23	25	NC	26	24	NC	1	3
White	18	401	35890	100	98	100	508	509	511	6	19	15	22	18	20	56	48	48	17	15	18
Students with Disabilities	NC	190	9784	NC	99	100	NC	479	485	NC	72	58	NC	14	19	NC	10	19	NC	4	4
Students without Disabilities	40	1159	66236	98	99	99	498	501	504	38	27	23	16	24	23	38	40	42	8	9	13
Limited English Proficient Students	NC	338	15198	NC	100	100	NC	482	483	NC	62	59	NC	27	25	NC	11	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	23	829	35703				493	493	494	42	40	37	21	26	26	32	29	31	5	5	6
Non-Economically Disadvantaged	23	520	40274				498	505	509	36	24	17	14	18	20	41	46	47	9	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	1350	75673	98	99	100	531	528	530	15	12	12	17	28	25	68	56	58	0	4	4
All Students (Prior Year)	61	1372	74692	97	98	99	481	499	502	33	17	18	26	30	27	42	46	47	0	7	8
Female	22	654	37099	96	100	100	539	549	548	10	7	8	10	25	22	80	62	64	0	6	6
Male	24	696	38441	100	99	99	522	508	513	19	17	16	24	31	29	57	49	52	0	3	3
African American	NC	177	3791	NC	99	99	NC	512	506	NC	16	18	NC	28	29	NC	54	50	NC	2	3
Hispanic	14	618	29305	93	100	99	487	511	507	31	15	16	23	31	31	46	52	51	0	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	NC	114	4707	NC	97	100	NC	518	492	NC	11	19	NC	30	33	NC	56	46	NC	3	1
White	18	402	35760	100	98	99	558	556	550	0	8	9	22	23	21	78	60	64	0	8	6
Students with Disabilities	NC	194	9706	NC	100	100	NC	453	462	NC	40	36	NC	34	32	NC	23	31	NC	3	1
Students without Disabilities	40	1156	65967	98	99	99	533	538	536	14	8	10	16	27	25	70	60	60	0	5	5
Limited English Proficient Students	NC	340	15115	NC	100	100	NC	477	471	NC	23	26	NC	35	38	NC	42	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	23	832	35541				553	513	504	5	14	17	11	32	31	84	52	50	0	2	2
Non-Economically Disadvantaged	23	518	40091				511	548	550	23	10	9	23	23	21	55	60	64	0	7	6

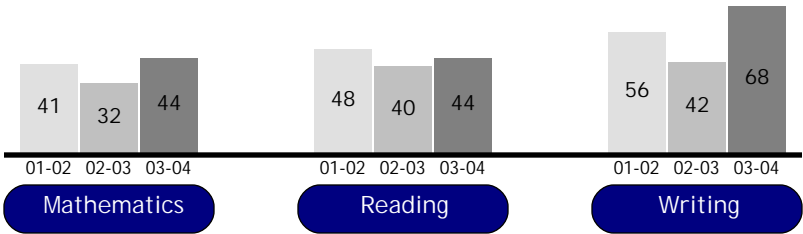
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	41	38	44	92	34	42	50	91	45	NA	58
	Language	94	29	31	39	99	21	33	43	99	33	44	50
	Mathematics	99	49	46	52	99	30	49	57	99	36	57	64
3	Reading	100	43	34	43	98	32	38	47	100	41	NA	55
	Language	100	48	40	50	97	39	45	54	100	42	54	61
	Mathematics	100	51	42	50	97	34	44	54	100	44	54	61
4	Reading	100	41	38	47	98	44	42	52	97	33	NA	56
	Language	100	42	38	45	98	42	40	48	98	35	45	52
	Mathematics	100	49	43	52	100	56	46	57	98	37	51	61
5	Reading	100	40	39	46	91	26	41	50	98	43	NA	55
	Language	100	39	35	43	93	32	38	46	96	42	43	49
	Mathematics	99	49	46	54	98	33	50	57	96	60	59	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Instructional Programs and Strategies
- Ü School Improvement
- Ü School Safety Issues
- Ü School, Business, Community Relations
- Ü Extra Curricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	33.80
Other Professional Staff	6.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	10	5	0	0
7 to 9 years	0	1	0	0
10 or more years	6	5	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	32
Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Integrated Communication System
- Ü Macintosh Computer Lab
- Ü Library
- Ü Parent Resource Center

Extracurricular Activities

- Ü Music: Band/Orchestra/Choir
- Ü Boys/Girls Team Sports
- Ü Student Council
- Ü Before/After School Tutoring

Social Services

- Ü After School Day Care - Kid Zone
- Ü Breakfast/Lunch Program
- Ü Counseling/Psychological Services
- Ü Adult Classes
- Ü Parent Academies

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- Ü Evans School was awarded a Reading First Grant. Reading First funds are dedicated to help our school prevent reading difficulties by establishing high-quality comprehensive reading instruction by well-trained teachers in grades K-3.
- Ü Evans School was awarded a School Improvement Grant. Funds are dedicated to help our school implement its Arizona School Improvement Plan. WestEd, our external facilitator, will provide technical assistance as we implement our improvement plan.
- Ü Evans School was awarded Comprehensive School Reform (CSR) Grant. CSR grants are used to assist the school in the implementation of the Arizona School Improvement Plan.
- Ü In partnership with Arizona State University, Tempe School District and a private preschool provider, Evans School, are recipients of an Early Reading First Grant to implement an early literacy program for preschool children.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	8	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	36	48
Grades 3-4	71	63
Grades 4-5	48	45

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We focus on Lifelong Guidelines and LIFESKILLS for all of our students, staff members, and parents. The Guadalupe Prevention and Intervention Program provides for additional 1.5 counselors with goal to increase student achievement/student attendance.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Hilda Carr-Gaona	(480) 839-8489
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Bill Wagner	(480) 839-8489
Student Health/Nurse	Denise VanLanen	(480) 839-8489

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.